

**DEPARTMENT OF EDUCATION WESTERN AUSTRALIA  
JOB DESCRIPTION FORM**

<b>Public Sector Management Act 1994</b>	<b>Salaries Agreement/Award:</b> Teachers' Aides' Award 1979 Education Assistants (Government) General Agreement 2016 or as replaced
<b>Division:</b> Schools	<b>Effective Date of Document</b> 19 December 2016
<b>Region:</b> Education Regions	
<b>School:</b> Schools	

**THIS POSITION**

**Title:** Education Assistant (Special Needs)

**Classification:** Level 2

**Position No:** Generic

**Positions under direct responsibility:** Nil

**REPORTING RELATIONSHIPS**

**TITLE:** Principal

**LEVEL:** Various

**POSITION NUMBER:** Various

**TITLE:** Manager Corporate Services

**LEVEL:** Various

**POSITION NUMBER:** Various

**This position and the positions of:**

<b>Title:</b> Various	<b>Classification:</b>	<b>Position No:</b>
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TITLE	CLASSIFICATION	POSITION NO	EFFECTIVE DATE
Education Assistant (Special Needs)	Level 2	Generic	19 December 2016

## CONTEXT

The Department of Education is Western Australia's largest employer with approximately one third of the Government workforce in some 800 worksites across the State. The Department's annual budget is approximately \$4.5 billion.

The major objectives of the Department are to achieve excellence in the public school system and to provide access for all Western Australian students to a quality education irrespective of their background or geographical location.

The Department is committed to achieving these objectives by:

- attracting and retaining a highly skilled and capable workforce
- supporting all learners to achieve their full potential, including those with special educational needs and interests
- ensuring all public schools maintain excellence in the quality of education and the teaching and learning environment.

The principles underpinning the Department's objectives for the public school system in Western Australia are:

- working collaboratively to achieve outcomes
- accepting responsibility and accountability for the achievement of outcomes
- enabling flexible, innovative and diverse work practices
- promoting confidence in the professional judgement of the Department's staff.

The Department operates within a framework of principles and values that are applied in all decision-making contexts. These are:

- a culture of learning and excellence
- an expectation of accountability and action
- a commitment to partnerships, professional collaboration and stakeholder involvement
- an environment in which diversity, care and equity are valued.

Further context about the particular school or college in which the vacancy is being advertised is available on the Department's website. Please visit <http://www.det.wa.edu.au/schoolsonline/home.do> and enter the school or college name in the *Find a School* field.

<b>TITLE</b> Education Assistant (Special Needs)	<b>CLASSIFICATION</b> Level 2	<b>POSITION NO</b> Generic	<b>EFFECTIVE DATE</b> 19 December 2016
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## ROLE

An Education Assistant (Special Needs) supports the Department's main objective of teaching and learning of students through assisting the teacher in delivering planned education programs and encouraging a supportive and inclusive learning environment.

Employees at this level work under general supervision and guidance performing tasks that require limited discretion and judgement in achieving clearly defined outcomes determined by the teacher. Employees will be able to apply techniques, skills and knowledge of relevant principles and practices acquired through previous experience, on the job learning or relevant qualification.

Under general guidance, the Education Assistant (Special Needs) can be expected to perform tasks within the following range:

- under teacher direction, assists in the implementation of specialised education programs such as occupational therapy, speech therapy and physiotherapy programs
- assists teacher in the delivery of planned education programs, including the operation of computers and digital technologies, and implements individual student or small group programs or demonstrations
- when required, provides feedback on education and therapy programs and participates in the evaluation process relating to the achievement of goals in special education
- assists the teacher or therapist to understand when there is communication difficulty between them and a student
- under teacher direction, provides feedback to caregiver/parent as to student progress
- collects resources and administrative documents
- manages classroom resources or storeroom by maintaining and updating inventory lists, monitoring stocklevels and requirements, and submits requisitions to the teacher for approval
- ensures the safe and hygienic storage and handling of foodstuffs and food preparation utensils.

In addition, it is expected that the range of duties contained within Schedule A, when required to be performed, will be achieved at a higher competency than those reached by Level 1 Education Assistants.

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## OUTCOMES

1. Classroom, school and community focused support is provided to ensure the delivery of high quality, student-focused learning programs.
2. Classroom and school community level support is provided to ensure the learning environment is inclusive and relevant, appropriately resourced and maintained, with the health and safety of students a high priority.
3. Discretion is exercised in monitoring and subsequently withdrawing assistance to allow the students to independently integrate into the learning environment.
4. Under a variable education program, education assistants assist the student to develop confidence and a sense of well being in a variety of educational settings.
5. The education assistant provides limited assistance in reaching the outcomes of the physiotherapy and occupational therapy programs.

## SELECTION CRITERIA

The following selection criteria are identified as being required to achieve the outcomes in the context of this position. Applicants will need to provide evidence of their capacity to transfer their knowledge and skills to achieving the outcomes of this position.

1. Demonstrated good written and oral communication skills, including the ability to interact with students with special needs, parents and teaching professionals on the provision of educational programs, and to assist teachers in understanding students where necessary.
2. Demonstrated good interpersonal skills, including the ability to work as part of a team in the evaluation of educational programs, including special education and therapy programs where these have been implemented.
3. Demonstrated good organisational skills that will assist in the delivery and development of effective education programs to students and subsequent feedback to teaching professionals or psychologists.
4. Demonstrated ability to assist teachers or therapists in implementing educational programs, including special education and, should this be a requirement of the position, occupational and/or physiotherapy programs.
5. Demonstrated knowledge of health and physical disabilities in students and adolescents.
6. Demonstrated ability to assist with general health and well-being of students.

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## ELIGIBILITY

Employees will be required to:

- obtain a current Department of Education Criminal Record Clearance prior to commencement of employment; and
- obtain or hold a current Working with Children Check.

Education Assistants working with Kindergarten students may be required to have, or be actively working towards, a Certificate III in Education Support (or approved equivalent) in order to meet the educator-to-student ratio outlined in the *National Quality Standard for Early Childhood Education and Care*.

Approved equivalent qualifications are published by the [Australian Children's Education and Care Quality Authority](#).

## TRAINING

Employees will be required to:

- complete the Department's induction program within three months of commencement;
- complete any training specific to this role required by Departmental policy; and
- complete the Department's training in Accountable and Ethical Decision-Making within six months of appointment.

## CERTIFICATION

The details contained in this document are an accurate statement of the duties, responsibilities and other requirements of the position.

## ENDORSED

**DATE 19 December 2016**  
**TRIM REF # D16/0749938**

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### SCHEDULE A

In addition to the Level 2 Education Assistant (Special Needs) indicative duties, it is expected that the following range of duties, when required to be performed, will be achieved at a higher competency than that reached by a Level 1 Education Assistant:

- assists with the preparation and maintenance of the learning environment by maintaining equipment, materials and resources for use in classes, displays and demonstrations, and assisting the teacher with clean and safe storage of items after classes and activities
- assists the teacher with the care and supervision of students in out-of-class activities and on school excursions
- assists the teacher with the general care and well being of students, including attending to students with minor illnesses eg colds, or students in need of minor first aid
- assists the teacher in the preparation and distribution of food for students and assists students with food preparation, eating and (where necessary) feeding of students.
- assists with arrival and departure of students, including vehicular access (entry and exit) and buses
- assists the teacher by moving students, and when required, by changing student from one piece of equipment to another
- assists students undressing, bathing, showering, toileting, dressing and where necessary, cleans soiled clothing and areas
- provides administrative support and may in accordance with school policy be required to collect monies from students where appropriate.