

**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>Group:</b> Schools  <b>Region:</b> Education Regions  <b>School:</b> Education Support Schools Education Support Centres Schools following the one school model of universal design	<b>Effective Date of Document</b> 24 August 2017	

<b>THIS POSITION</b>	
<b>Title:</b>	Education Assistant (Special Needs - Lead)
<b>Classification:</b>	Education Assistant (Auslan), Education Assistant (Braille), Education Assistant (Engagement Centre), Education Assistant (Special Needs – Lead)
<b>Position No:</b>	Generic
<b>Positions under direct responsibility:</b> Nil	

<b>REPORTING RELATIONSHIPS</b>			
<b>TITLE:</b> <b>LEVEL:</b> <b>POSITION NUMBER:</b>	Principal Various Various		
<b>TITLE:</b> <b>LEVEL:</b> <b>POSITION NUMBER:</b>	Manager Corporate Services Various Various		
<b>This position and the positions of:</b>			
<b>Title:</b> Various	<table border="0"> <tr> <td><b>Classification:</b></td> <td><b>Position No:</b></td> </tr> </table>	<b>Classification:</b>	<b>Position No:</b>
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## CONTEXT

The Department of Education is Western Australia’s largest public sector employer with approximately 45,000 staff or one third of the Government workforce in around 800 worksites.

We provide a system of public schools in which our aim is to ensure that every school is a good school, every teacher is effective and every student is successful.

The Department's other key responsibilities include:

- regulation of non-government schools in accordance with Part 4 of the School Education Act 1999
- administration of state funding to non-government schools
- higher education policy and planning
- legislative reviews
- providing Secretariat services to the Teacher Registration Board of Western Australia, the Training Accreditation Council and the School Curriculum and Standards Authority.

The principles underpinning the Department’s operations 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.

All Department actions are guided by four core values: Learning, Excellence, Equity and Care.

For further information, please visit: <https://www.education.wa.edu.au/web/our-organisation/home>

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.

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## ROLE

The Education Assistant (Special Needs-Lead) (EASNL) assists teachers in delivering planned education programs. The EASNL works under limited guidance and can be expected to participate within a team situation, offering advice and expertise in their relevant area.

Education outcomes are determined by the teacher, or other professional, with the EASNL performing tasks which require discretion in problem solving, decision making, and choosing methods and processes to achieve outcomes. Performance of these tasks may require activities within or outside the school that result in supervision of students without the presence of a teacher. The EASNL applies techniques, skills and knowledge of relevant principles and practices acquired through previous experience as an Education Assistant (Special Needs) and exercises appropriate discretion and confidentiality.

The EASNL:

- leads, mentors, coaches and models good practice for other Education Assistants (Special Needs)
- consults with other Education Assistants (Special Needs) to develop strategies and address issues to assist teachers in providing care and educational programs for students
- identifies problems and potential solutions, reports and provides support to the teacher in order to solve problems in the classroom
- assists in planning and delivering the induction and training of other Education Assistants (Special Needs)
- assists in the performance management of Education Assistants (Special Needs) including conducting classroom observation and providing feedback to the Manager Corporate Services and/or Principal and Education Assistants (Special Needs)
- assists with arranging the roster for Education Assistants (Special Needs), including sourcing relief as required
- coordinates, collects and reports data at a whole of school level
- assists with facilitating the return to work of other Education Assistants (Special Needs)

The EASNL is also expected to perform the following duties:

- provides support and advice to schools and teachers on the management program of students at risk under supervision of the School Psychologist or relevant professional
- assists teachers in delivering planned education programs, including the operation of computers and digital technologies, and implements individual student or small group programs or demonstrations
- contributes to the design and implementation of documented plans in consultation with teachers, parents and School Psychologist or relevant professionals
- maintains records regarding implementation of documented plans in order to assess how educational programs fit in with the overall educational outcomes of the student
- assists in the implementation of specialised education intervention programs such as occupational therapy, speech therapy and physiotherapy
- assists the teacher or therapist in understanding when there is communication difficulty between them and a student
- provides feed-back on education and therapy programs and participates in the evaluation process relating to the achievement of goals in special education
- assists with training students in the acquisition of self-management; for example, life-skills

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- consults with parents/caregivers independently of the teacher/s, though under supervision of the School Psychologist or relevant professional
- provides appropriate physical restraint and removal of students where appropriate
- under guidance, provides information to parents on the education system and relevant school procedures and school policies
- 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
- manages classroom resources or storerooms by maintaining and updating inventory lists, monitoring stock levels and requirements, and submits requisitions to the teacher for approval
- ensures the safe and hygienic storage and handling of foodstuffs and food preparation utensils
- counsels students on matters affecting their education
- assists the teacher with the care and supervision of students in out-of-class activities and on school excursions
- assists the teacher in meeting the health requirements of students
- assists with arrival and departure of students, including vehicular access (entry and exit) and to those students travelling on buses
- assists the teacher to move students, e.g. to a piece of equipment or another location
- 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.

## OUTCOMES

1. Support is provided to facilitate the smooth running of classroom(s) and good practice is modelled for other Education Assistants (Special Needs).
2. Relief is organised and inductions are completed for new employees.
3. Whole of school level data is coordinated, collected and reported.
4. Classroom, school and community-focused support is provided to enable the delivery of high quality learning programs and ensure the learning environment is inclusive and relevant, appropriately resourced and maintained, with the health and safety of students a high priority.
5. Discretion is exercised in monitoring and subsequently withdrawing assistance to allow students to independently integrate into the learning environment.
6. Through the variable delivery of the education program, the EASNL assists students develop confidence and a sense of well-being in a variety of educational and social settings.
7. A high level of input is given in reaching the intended outcomes of the speech therapy, occupational therapy and physiotherapy programs.

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## 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 considerable experience as an Education Assistant (Special Needs) Level 3, including contributing to the design and implementation of documented plans.
2. Demonstrated considerable knowledge and understanding of the delivery of special education and therapy programs for students with disability; and ability to identify problems and assist teachers and other Education Assistants (Special Needs) in the development of strategies and solutions.
3. Demonstrated well developed oral communication and interpersonal skills and the ability to lead, mentor, coach, induct and train other Education Assistants (Special Needs) and professional teams, including providing advice and evaluating education programs.
4. Demonstrated well developed written communication skills, including report writing, and the ability to coordinate, collect and present student data at a whole school level in a meaningful way.
5. Demonstrated well developed organisational skills, including the ability to coordinate staff rosters and relief to assist in the delivery of effective education programs.

## 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 24 August 2017**  
**TRIM REF # D17/0357553**