

**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>Effective Date of Document</b> 9 January 2017
<b>Region:</b> Education Regions	
<b>School:</b> Schools	

<b>THIS POSITION</b>	
<b>Title:</b>	Education Assistant (Special Needs)
<b>Classification:</b>	Level 3
<b>Position No:</b>	Generic
<b>Positions under direct responsibility:</b> Nil	

<b>REPORTING RELATIONSHIPS</b>		
<b>TITLE:</b>	Principal	
<b>LEVEL:</b>	Various	
<b>POSITION NUMBER:</b>	Various	
<b>TITLE:</b>	Manager Corporate Services	
<b>LEVEL:</b>	Various	
<b>POSITION NUMBER:</b>	Various	
<b>This position and the positions of:</b>		
<b>Title</b>	<b>Level</b>	<b>Position Number</b>
Various		

TITLE Education Assistant (Special Needs)	CLASSIFICATION Level 3	POSITION NO Generic	EFFECTIVE DATE 9 January 2017
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## 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.

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## ROLE

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

Employees at this level work under limited supervision and may be expected to participate within a team situation, offering advice and expertise relating to their relevant area. Education outcomes are determined by the teacher, or other professional, with the employee 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.

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

- provides support and advice to schools and teachers on the management program of students at risk under supervision of the Psychologist in Charge or relevant professional
- designs and implements behaviour management plans in consultation with teachers, parents and Psychologist in Charge or relevant professional
- maintains records regarding implementation of behaviour management plans in order to assess how educational programs fit in with the overall educational outcomes of the student
- assists with training students in the acquisition of self management; for example, life-skills
- consults with parents/caregivers independently of teacher, though under supervision of Psychologist in Charge or relevant professional
- provides appropriate physical restraint and removal of students where appropriate
- provides information to parents on the education system and relevant school procedures and school policies.

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 2 Education Assistants (Special Needs).

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## OUTCOMES

1. Classroom, school and community-focused support is provided to enable the delivery of high quality student-focused learning programs.
2. Classroom, school and 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 student to independently integrate into the learning environment.
4. Through the variable delivery of the education program, the education assistant assists the student to develop confidence and a sense of well being in a variety of educational and social settings.
5. A high level of input is given in reaching the intended 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 effective written and oral communication skills, including report writing and the ability to effectively interact with students with special needs, and liaise with parents, teachers and community members and assist teachers in understanding students where necessary.
2. Demonstrated effective interpersonal skills with the ability to contribute to a professional team and provide advice and evaluation in the development of the education program, including special education and therapy programs where they have been implemented.
3. Demonstrated ability to assist professionals in the implementation and evaluation of education programs, including special education and, if required, occupational and/or physiotherapy programs.
4. Demonstrated knowledge and understanding of health and physical disabilities in students and adolescents.
5. Demonstrated effective organisational skills that will assist in the delivery of effective education programs and subsequent feedback and evaluation to teachers or psychologists.
6. Demonstrated ability to assist with the 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 9 January 2017**

**TRIM REF # D17/0008265**

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### **SCHEDULE A**

In addition to the indicative duties of a Level 3 Education Assistant (Special Needs), 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 2 Education Assistant (Special Needs):

- 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;
- provides feedback to parent/caregiver as to student progress under teacher direction;
- manages classroom resources or storeroom 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;
- assists the teacher in the delivery of planned education programs including the operation of computers and, implements individual student or small group programs or demonstrations;
- collects resources and administrative documents;
- 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' disabilities;
- 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; and
- assists students undressing, bathing, showering, toileting, dressing and where necessary, cleans soiled clothing and areas.