

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

<b>Public Sector Management Act 1994</b>	<b>Salaries/Agreement/Award</b> Education Department Ministerial Officers Salaries, Allowances and Conditions Award 1983 Department of Education (School Support Officers) CSA General Agreement 2017	
<b>Group:</b>	<b>Public Schools</b>	<b>Effective Date of Document</b> 9 Nov 2018
<b>Division:</b>	<b>Statewide Services</b>	
<b>Directorate:</b>	<b>Student Support Services</b>	
<b>Branch:</b>	<b>School of Special Educational Needs: Sensory</b>	

**THIS POSITION**

**Title:** Deaf Education Officer

**Classification:** Level 3

**Position No:** 00036270

**Positions under direct responsibility:** Nil

**REPORTING RELATIONSHIPS**

**TITLE:** Director  
**LEVEL:** DIRCEN  
**POSITION NUMBER:** 00035548

**TITLE:** Principal  
**LEVEL:** School Administrator Level 6  
**POSITION NUMBER:** 00011757

**This position and the positions of:**

<b>Title:</b>	<b>Classification:</b>	<b>Position No:</b>
Various		

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Deaf Education Officer	Level 3	00036270	9 Nov 2018

## 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/>.

Every student reaching their full potential is our mission at the School of Special Educational Needs: Sensory.

We understand each child with a hearing loss and/or vision impairment has individual needs from the day they are born to when they finish school.

We strive to meet those needs by providing educational support for children and also supporting schools to provide fully accessible learning environments, curriculum and school communities.

Our specialist teachers are committed to supporting children in both public and non-government schools throughout Western Australia. Joining our teachers, are other specialist staff such as educational audiologists, school psychologists, braille transcribers, deaf education officers and educational interpreters.

With facilities at Southwell Primary School and the Padbury Statewide Services Centre, our Early Childhood Education Program sees children aged up to four years take part in activities to promote their language, cognitive, social, emotional and physical development.

We aim to equip children with the skills to successfully participate in local kindergarten programs and then their mainstream school. We also offer individual sessions with specialist teachers onsite or at home where needed. Children in rural and remote areas are able to access these sessions via web conferencing.

Our Visiting Teacher Service helps classroom teachers and school communities develop teaching and learning approaches for students. The visiting teacher may directly teach students or consult with the school, classroom teacher and parents to assess students' needs and recommend tailored ways to learn.

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The School of Special Educational Needs: Sensory, works with a number of other key agencies that deliver services for children and families. Whenever possible, the services collaborate and are coordinated to help families and children access a wide range of highly effective services.

Further context about the School of Special Educational Needs: Sensory is available on the Department's website. Please visit <http://www.det.wa.edu.au/schoolsonline/home.do> and enter School of Special Educational Needs: Sensory in the *Find a School* field.

## ROLE

The Deaf Education Officer:

- assists in coordination and delivery of support programs offered to Deaf and/or hard of hearing students
- promotes a positive perspective on the experience of being deaf to the interdisciplinary student services team and with Deaf and/or hard of hearing students, families and stakeholders
- provides practical advice in the use of language and models effective and meaningful communication for students, parents and teachers and assists with communication needs of Deaf and/or hard of hearing students within the school environment
- acts as a role model and mentor to assist with:
  - identity development and cultural awareness for students enrolled in Sensory Deaf Education and their parents/caregivers
  - peer acceptance, bullying and building resilience by demonstrating overcoming everyday challenges of deafness
- assists teachers of the deaf and classroom teachers to meet the educational and cultural needs of Deaf and/or hard of hearing students with delivery of curriculum in the students' first language – Auslan, including implementing individual students or small group programs
- contributes to planning and delivery of professional learning opportunities, including Deafness Awareness Training for teachers of the deaf, classroom teachers, education interpreters and education assistants
- plans and delivers an Auslan program to provide intensive language development for School of Special Educational Needs (SSEN): Sensory staff
- collates, analyses and reports on students' Auslan language samples in collaboration with professional staff
- acts as a liaison between the Deaf community and school to develop an understanding of cultural needs within educational context
- relays and interprets discussions between parents, students and teachers where required
- records, collates and prepares information used to develop and monitor educational programs and outcomes
- participates in interdisciplinary team meetings and case conferences with schools and stakeholders and provides information and advice as required
- undertakes research on current issues, participates in projects and provides reports as required.

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## **OUTCOMES**

1. A responsive and effective interdisciplinary student services team is provided through contribution of cultural knowledge, understanding and perspective to the Deaf Community.
2. Classroom, school and community level support is provided to ensure that the learning environment is inclusive and culturally appropriate.
3. A high level of mentoring and modelling is provided to Deaf and/or hard of hearing students, particularly those at risk, fostering a positive approach to developing strategies, advocacy and coping skills to manage everyday communication and cultural challenges.
4. A range of programs, procedures and processes is researched, developed and implemented which assist families, schools and the community to support individuals and groups of students.
5. Communication and liaison networks are established and maintained within schools and with key stakeholders that support student services.

## **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 knowledge and sound understanding of the Deaf Community and its culture.
2. Demonstrated good written, communication skills and well developed Auslan language skills, including the ability to effectively collaborate with students, teachers, parents, community members and other stakeholders regarding educational and social impact of hearing loss.
3. Demonstrated skills and experience in working with individual or small groups of students.
4. Demonstrated organisational skills including ability to identify problems and provide solutions to assist in the delivery of an effective Auslan education program

## **ELIGIBILITY**

Employees will be required to:

- be a native user of Auslan;
- obtain a current Department of Education Criminal Record Clearance prior to commencement of employment;
- obtain or hold a current Working with Children Check; and
- possess a C Class Driver's Licence.

## **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 Nov 2018**  
**TRIM REF #D18/0493084**