



## Associate Principal

School of Special Educational Needs: Sensory

<b>Position number</b>	00032183
<b>Agreement</b>	<a href="#">School Education Act Employees' (Teachers and Administrators) General Agreement 2021</a> or as replaced
<b>Classification</b>	School Administrator Level 4
<b>Reports to</b>	Principal (School Administrator Level 6)
<b>Direct reports</b>	Various

### Context

The School of Special Educational Needs: Sensory (SSEN: S) provides educational support for children with a hearing loss and/or vision impairment from birth to completion of school. SSEN: S is based at the Statewide Services Centre in Padbury and supports children in both public and non-government schools throughout Western Australia.

SSEN: S employs teachers with specialist skills and other specialist staff such as educational audiologists, school psychologists, braille transcribers, Deaf education officers, captioner and educational interpreters.

SSEN: S operates the Deaf Education and Vision Education programs to support eligible children, their schools and families.

### Early Childhood Service

Supports families with children with a hearing loss and/or vision impairment from birth to 4 years of age. Family-centered programs, including parent education, are run on-site at Padbury Statewide Services Centre and Southwell Primary School. Individual programs occur either on-site or in the home.

Programs include:

- Playgroup - caters for children aged 0-3 years with a focus on child development through play-based activities. Playgroup enables practical, relevant and effective specialist support to assist children achieve their optimal educational outcomes.
- Lighthouse Littlies - a holistic specialised program catering for Sensory children in the pre-kindergarten or kindergarten year that focuses on the whole child and builds upon the skills, knowledge and understandings developed in playgroup while supporting children in school readiness and transition.

- Deaf Education and Vision Education individualised programs which focus on essential skills, concepts and understandings to support child development.
- Children in rural and remote areas may have the opportunity to access these programs via web conferencing or visiting teacher service.

### **Visiting Teacher Service**

Supports schools which have students Kindergarten to Year 12/13, with a hearing loss and/or vision impairment by:

- providing one-to-one teaching for students at their enrolled school; to support the communication, academic, compensatory and access, social/emotional and orientation and mobility needs of students
- building the understanding of classroom teachers in the development and implementation of teaching and learning adjustments through professional learning and consultative support
- collaborating with schools and external organisations to implement appropriate individual education plans
- developing the skills of students, classroom teachers and education assistants in the use of assistive technology
- developing the skills of students to use Auslan and/or Braille to communicate and access the curriculum, including assessments
- assessing the needs of each child and recommending/providing appropriate resources such as text books in large print, braille, tactile graphics, captioned footage, notetakers and educational interpreters.

Further information about SSEN: S is available on [Schools Online](#).

Visit [education.wa.edu.au](http://education.wa.edu.au) to find out more information about the Department of Education.

### **Key responsibilities**

- Support the SSEN: S leadership team to achieve service delivery goals by ensuring that legislative, policy, procedural and practice standards are met and that staff are supported, developed and monitored in their role.
- Provide educational leadership for the school and the relevant community service partners in collaboration with the Principal and other members of the leadership team, by developing and promoting the school's vision, and encouraging staff and others to share ownership of the vision, values and goals.
- Contribute to the coordination of services across school teams and Statewide Services.
- Utilise effective change strategies and assist school communities to accept and develop opportunities for improved services.
- Contribute to effective workforce planning and development.
- Assist in facilitating workforce effectiveness through leading and motivating staff in planning for improved service.
- Is expected, at times, to take on the Principal's role, including building partnerships to promote the school's vision and priorities.
- Is a conduit between regions and the school to facilitate effective, efficient and timely service.
- Ensure staff are provided with performance and development opportunities in accordance with the Public Sector Performance Management Standard and Department policy.
- Monitor and manage staff leave entitlements to ensure accrued leave is cleared within a reasonable timeframe and in accordance with relevant awards, agreements and Department policy.

- Is accountable for the effective operation of the relevant area and other responsibilities, as negotiated with the Principal.
- Contribute to the development of strategic and operational plans enabling participative decision making.
- Establish operational systems which facilitate the provision of effective services compliant within Departmental policy and guidelines.
- In conjunction with relevant corporate services staff, maintain financial and physical resources in relevant areas.

### **Selection criteria**

1. Demonstrated capacity to manage physical and financial resources and to contribute to the delivery of high-quality services and initiatives in an educational environment.
2. Demonstrated knowledge of current policy and highly developed skills and experience related to children with special educational needs, evidence-based pedagogy, unified and responsive service, change management, staff development and school improvement initiatives.
3. Demonstrated highly developed organisational, conceptual and analytical skills with capacity to apply complex concepts in support of service improvement and policy and program development.
4. Demonstrated highly developed communication, networking, teamwork and interpersonal skills, including the ability to liaise effectively with a wide range of people within the education community and a variety of other contexts.

### **Eligibility and training requirements**

Employees will be required to:

- hold a recognised teaching qualification and be currently registered or eligible for registration to teach in Western Australia
- consent to a Nationally Coordinated Criminal History Check and obtain a current Screening Clearance Number issued by the Department of Education's Screening Unit prior to commencement of employment
- obtain or hold a current Working with Children Check
- complete the Department's induction program within 3 months of commencement
- complete any training specific to this role required by Departmental policy
- complete the Department's training in Accountable and Ethical Decision-Making within 6 months of appointment and every 3 years thereafter
- complete the Department's Aboriginal and Torres Strait Islander cultural awareness online course within 3 months of commencement.

### **Certification**

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

### **ENDORSED**

Date            30 July 2024  
Reference    D24/0543709