

Position Description

Behaviour Support Educator

Why work with us

Every child and young person deserves a great education.

We have a strategy that aims to unlock every child’s potential now and into the future, one that in partnership with learners, students, parents and the wider South Australian community will build a world-leading public education system. One that is equitable and prioritises learning and wellbeing.

Together we will make our education system the best it can be.

When our children and young people thrive, so do our communities and our state.

Our value

We are part of the South Australian public sector and share the values of:

							
SERVICE	PROFESSIONALISM	TRUST	RESPECT	COLLABORATION & ENGAGEMENT	HONESTY & INTEGRITY	COURAGE & TENACITY	SUSTAINABILITY
We proudly service the community and the South Australian Government.	We strive for excellence.	We have the confidence in the ability of others.	We value every individual.	We create solutions together.	We act truthfully, consistently, and fairly.	We never give up.	We work to get the best results for current and future generations of South Australians.

About this role

Consultancy, coaching, capability building and cultural responsiveness underpins Behaviour Support Educator work.

Behaviour support educators provide proactive, preventative, and targeted services to assist sites to meet the needs of children and young people with additional needs. This includes support and interventions for individual children and young people, groups, classes and whole of preschool and school; as well as consultation with education staff, families, and other professionals to improve preschool and school-wide practices and policies. They promote a restorative approach to behaviour development and explore the purpose of behaviour to understand precipitating factors.

The Behaviour support educators apply evidence-informed interventions in a range of contexts that support the promotion of socially acceptable and positive behaviour and prevent, reduce, or redirect unsafe and/or unproductive behaviours. They work to improve families’ and preschools and schools’ understanding of behaviour and to develop their capabilities to provide consistent, fair and equitable responses to behaviour that foster trust.



Behaviour support educators work collaboratively with the school leadership team to build school capability to address and support students with additional behavioural needs. They work closely with school and preschool staff to embed inclusive pedagogies that ensure the learning environment reflects the diversity and experiences of children and young people.

Behaviour support educators practice according to the following evidenced-based frameworks:

- Positive Behaviour Learning
- Trauma-Informed practice
- Restorative Practice
- Verbal interventions plus disengagement
- Australian Professional Standards for teachers

Behaviour Support Educators work as part of a larger multidisciplinary team in Student Support Services (SSS) who provide proactive, targeted, and intensive intervention services to support additional needs of learners. The SSS team works in partnership with schools, preschools and families and may be available for children and students who have:

- developmental delay/disability
- learning difficulties
- displayed unsafe and/or unproductive behaviours
- health or wellbeing needs
- challenges with disengagement or non-attendance
- communication difficulties.

Student Support Services are on a cultural response journey, as such we value and prioritise Aboriginal ways of knowing, doing and being.

Position title	Behaviour Support Educator
Classification	Seconded Teacher Level 2
Division	Support and Inclusion
Directorate	Student Support Services
Location	Various
Reports to	Senior Educator
Direct reports	Nil
Role description date	July 2024

What you will do (key outcomes)

1. Working alongside educators and site leaders, support in the development, implementation and review of adjustments for students where behaviour incidents are impacting on ability to engage in learning. This includes collaborative planning, modelling, and observation of practice.
2. Apply specialist knowledge and professional judgment in the selection and implementation of evidence-based behavioural interventions in a range of contexts, including the learning environment and home setting.

3. Apply evidence-informed assessment processes to determine underlying causes (including co-morbidity factors) and functions of presenting challenging behaviours.
4. Provide preschools and schools with direct and hands-on support to model the application of behavioural interventions and strategies within an educational context.
5. Implement proactive, targeted, and intensive child centered interventions in partnership with preschool and school staff and parents / carers.
6. Work with preschools and schools to ensure culturally inclusive environments and support improved outcomes for Aboriginal children with additional needs. Seek to better understand Aboriginal cultural perspectives and take steps to weave these into everyday practice.
7. Provide leadership in the development and implementation of whole school, whole class and individual strategies that support the continuous development of a positive, safe, inclusive, and engaging learning environment for students.
8. Support school leadership with advice and support regarding SEE procedures and the development of alternative programs for students who have been excluded. Behaviour Support Educators may be required to participate in directions and reconnections meetings.
9. Consult and actively engage with non-government and other government organisations in the provision of services.
10. Contribute to a range of capability building initiatives such as provision of training and development to staff and families, modelling, and provision of information, strategies, and resources.
11. Proactively seek opportunities to improve work practices and services, by monitoring service access and outcomes, utilising data to identify trends and community needs and contribute to ongoing evaluation of services within a framework of state-wide consistency and data-informed practice.
12. Seek client feedback on services and respond proactively to client complaints and feedback, and as required, contribute to investigations of client complaints, with a view to informing systematic improvements in services.
13. Work with the team to contribute to support positive culturally inclusive environments. Seek to better understand Aboriginal cultural perspectives and take steps to weave these into everyday practice.
14. Help to maintain a safe and healthy working environment by proactively reporting incidents.

The capabilities you will bring (key competencies)

- Demonstrates in-depth knowledge and expertise regarding evidence-based behavioural interventions gained through professional learning or recognised qualification and can apply professional knowledge and aptitude in the context of a school or preschool.
- Engages with other professionals in needs-based assessments and development, implementation, and review of evidence-based strategies (proactive and targeted) to support sites to understand and manage the range of needs of children and young people.
- Works with school and preschool educators to ensure inclusive environment exists for Aboriginal children and young people. Adapts approach to provide a culturally responsive service to drive service delivery and outcomes.

- Works effectively and maintains a positive outlook under pressure. Manages setbacks, criticism and tension in meeting the service needs of the student, site and family.
- Demonstrates high level interpersonal skills (including verbal and written communication skills) to establish and maintain effective relationships with a range of stakeholders which allows you to support, respectfully challenge and influence school and preschool staff in order to make adjustments to current teaching practice.
- Develops and accomplishes shared goals by taking a lead role in the team through contributing ideas, knowledge and expertise. Works collaboratively to achieve team goals.
- Promotes a culturally inclusive workplace and is committed to continuing to reflect on and develop own cultural awareness and practices.
- Demonstrate knowledge and commitment to promoting and creating a safe and inclusive work environment; and the legislative requirements of Equal Opportunity and Work Health and Safety legislation.


Who you will work with (key relationships)	Qualifications
<p>Direct working relationships:</p> <ul style="list-style-type: none"> • Team Manager • Senior Educator • Other Behaviour Support Educators • Inclusive Educators • Special Educator – hearing <p>Internal working relationships:</p> <ul style="list-style-type: none"> • Speech Pathologists, Psychologists, Occupational Therapists, Social Workers Truancy, educators and site leaders in pre-schools and schools, discipline leads (Behaviour and Inclusive Ed), ASEO’s, Behaviour and Learning Centres, Local education teams <p>External working relationships:</p> <ul style="list-style-type: none"> • Government and non-government agencies, professional associations and interstate systems/sectors 	<p>Essential</p> <ul style="list-style-type: none"> • Current full teacher registration <p>Desirable</p> <ul style="list-style-type: none"> • Nil
Eligibility	
<p>Applicants must be either currently registered or able to be registered to teach in South Australia. If not permanent with the Education Department, applicants must meet the department’s minimum employment requirements before taking up an appointment.</p> <p>Minimum departmental employment requirements for teachers include recognised teaching qualifications and registration as a teacher in South Australia and, in addition, for all applicants who are not permanent with the department will include an active on-line application in the Employable Teacher Register (ETR), a cleared Education Department Employment Declaration, Australian residency or current</p>	

work permit, Reporting Abuse and Neglect training (previously known as Mandatory Notification), and an approved First Aid Certificate.

At the conclusion of a term of appointment:

- permanent Education Department employees will be placed according to the terms of their substantive appointment and the policies in operation at the time
- employees originally from other public sector organisations with a right of return, will be managed according to the provisions of the Public Sector Act 2009 (SA) and any applicable public sector determination or policies
- applicants who are not permanent employees of the department do not hold placement rights with the Department for Education at the conclusion of the appointment.

Corporate responsibilities	Special conditions
<p>Keep accurate and complete records</p> <p>Act appropriately in line with the Public Sector Code of Ethics at all times</p> <p>Support diversity and promote an inclusive workplace for everyone</p> <p>Maintain a commitment to Work Health and Safety legislative requirements</p>	<p>You may need a current driver’s license and be willing to drive</p> <p>You may be asked to work out of hours</p> <p>You may need to travel within or outside South Australia</p> <p>You may need to work across various locations and/or teams as Student Support Services provides a state-wide function responsive to service demands</p> <p>You need to achieve mutually agreed performance goals</p> <p>You must have a current Working with Children Check</p> <p>You must do Responding to Risks of Harm, Abuse and Neglect – Education and Care training</p> <p>You must be an Australian resident or provide evidence you have a current work permit</p>

<p>Assessed by: Tazeen Adnan People & Culture Consultant Workforce Central</p>		<p>Approved by: Sarah Anstey, Director Student Support Services</p>	
<p>Date: July 2024</p>		<p>Date: July 2024</p>	