

Role Description Special Educator (Early Childhood Intervention)

Special Educators within the Early Childhood Intervention Program are required to carry out the responsibilities outlined in the accompanying document: *Role Descriptions: All Staff*.

In addition, special educators will:

- be responsible to their Area Co-ordinator,
- conduct regular assessments of each child's abilities, in partnership with families and other team members,
- participate in the development of an Individual Family Service Plan (IFSP) for each family, taking a co-ordination role if required,
- develop Individual Educational Programs (IEPs) which reflect the priorities established through the IFSP process,
- monitor, record and evaluate each child's progress,
- plan and run group sessions, including playgroups and small, special purpose groups, in partnership with other staff and families, taking a leading role if required,
- work in partnership with the family, school age services team, school staff and, where relevant, Department of Education and Training transition staff towards a smooth transition to school, particularly during the child's last year before school and first year at school,
- work in partnership with the family and preschool or child-care staff to ensure a smooth transition to preschool or childcare, and offer ongoing collaboration in support of the family's goals for their child across all settings,
- give appropriate advice to families making enquiries and/or on the waiting list regarding resources available to them, including other services for which they are eligible.

Essential Criteria

- Qualification Early Childhood and/or Special Education
- Experience working with children with disabilities
- Experience working with families of children with disabilities
- Sound knowledge of early childhood development and best practice in early childhood intervention
- Ability to work in a team
- Car and current Drivers Licence

Desirable Criteria

- Experience in Family Centred Practice
- Sound knowledge and practical experience in the implementation of Positive Behaviour Support principles.
- Knowledge of NSW school systems, including transition guidelines, KLA's etc.
- Demonstrate understanding of augmentative communication practices.
- PECS training