

WINTA'S PLACE

A Special Needs School for Neurodivergent Children & Teens · Pejeng, Ubud, Bali, Indonesia

SOCIAL WORKER & BEHAVIOURAL SPECIALIST

POSITION, OPERATIONS & LEADERSHIP AGREEMENT

Supporting Parents, Teachers, and Children & Teens (Ages 6–18)

“Where there is struggle, there is also possibility. Where there is sensitivity, there is often deep awareness. Where there is difference, there is untapped potential.”

Prepared for the founding Social Worker & Behavioural Specialist · Confidential · Pejeng, Ubud, Bali

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PART ONE — OUR WHY, OUR PURPOSE, THIS ROLE

OUR WHY

Winta's Place exists because too many children fall into the space between mainstream education and specialist disability schools.

These are children who are intelligent. Children with incredible personalities. Children with enormous potential. Children who simply learn differently.

Too often, these children are expected to adapt to education. At Winta's Place, education adapts to them. Our purpose is not to “manage behaviours” or simply to teach academics — it is to understand every child so deeply that we can help them become the happiest, healthiest, most capable version of themselves.

“What the world calls a disorder, we often see as a different way of experiencing, learning and engaging with life.”

WHAT WINTA'S PLACE IS

Winta's Place is a specialist special needs school and family-support community in Pejeng, Ubud, Bali, built for neurodivergent children and teenagers who deserve more than a traditional classroom can offer. It exists for verbal, active, socially interested children and teens who can engage and participate, but who do not thrive in a mainstream classroom and do not need a severe-disability setting either. This includes children and teens presenting with autism (ASD), ADHD and AuDHD, dyslexia and other learning differences, developmental language disorder, sensory processing differences, anxiety and school refusal, emotional regulation difficulties, and mild global developmental delay, across an age range that extends through to 18 years old.

Everything a neurodivergent child and their family needs lives under one roof at Winta's Place — the school, therapy connections, a parent app, nature and movement, holistic health, and community — coordinated as one experience rather than scattered across separate providers.

PURPOSE OF THIS ROLE

The Social Worker & Behavioural Specialist exists to make sure that what a child needs socially, emotionally, communicatively, and behaviourally is never left to chance or assumption — that it is properly understood, translated into concrete, practical strategies, and then genuinely lived out consistently by everyone around that child: the teacher in the classroom, the parent at home, and the child themselves.

Where the Director designs the curriculum architecture and the Head Teacher runs the classroom day-to-day, this role is the connective layer that turns separate observations and separate goals — the school's and the family's — into one shared, working plan.

This is not an academic or purely observational role. It is a practical, tools-based one: someone who arrives already equipped with a genuine toolkit of proven strategies, and who applies, tests, and adapts them for each individual child across the full 6-to-18 age range — never a one-size approach, and never a strategy chosen for its own sake, but because it demonstrably works for that specific child.

Autonomy and leadership are central to this role. The Specialist is trusted to build plans, set objectives, and drive change single-handedly, grounded in real, tracked evidence of what is working — not simply to observe and recommend, but to lead the change directly and be accountable for the measured result.

THE WINTA'S PLACE APP & AI-ASSISTED PRACTICE

Every goal, session note, and update at Winta's Place is tracked through one open communication app shared across the team. Therapists, teachers, and parents all see relevant updates in full view, kept current and updated regularly — nothing lives solely in someone's head, a private notebook, or a one-off conversation.

- The app is intuitive and AI-assisted, built to streamline goal setting, reporting, and milestone tracking — so admin time is minimised and time with children, teens, and families is maximised.
- The Specialist is expected to be efficient and confident using AI tools to streamline their own reporting and planning. Guidance and onboarding support is provided; this is not a role suited to someone who needs full, ground-up technology training.
- Not everything logged in the app is visible to everyone — see Confidentiality in Part Five for what is shared with the full team, and what is restricted to the Director and Founder only.

EMPLOYMENT SUMMARY

Position Title	Social Worker & Behavioural Specialist
Reports To	Director of Special Education & Student Development (clinical & behavioural standards); Head Teacher (day-to-day classroom coordination)
Employment Type	Part-Time — 3 afternoons per week, term time
Salary	6,000,000 IDR per month
Location	Pejeng, Ubud, Bali, Indonesia
Hours	5 hours per afternoon, 3 afternoons a week — exact timing varies week to week around parent availability and each child's after-school schedule

Working Pattern	Hours are flexibly allocated across three activities each week: parent meetings, school/classroom observation, and after-school private 1:1 student sessions
Age Range Supported	6–18 years old — strategies are adapted to each child's developmental stage, not only their age in years
Annual Leave	5 weeks off per year

THE VISION FOR THIS ROLE

This role exists because a child's plan only works if the same understanding and the same strategies travel with them everywhere — into the classroom, home, and every one-to-one session. The Social Worker & Behavioural Specialist is the person who listens closely enough to parents, teachers, and the child themselves to genuinely understand what is happening for that child right now, and skilled enough to turn that understanding into practical, tested strategies that everyone around the child can actually use.

This is a role of genuine practical craft, not theory. A brilliant framework that never leaves the page changes nothing for a child; a tested strategy, taught to a teacher and a parent in the same afternoon, changes everything. The section below sets out, deliberately and in detail, exactly who we are looking for.

WORKING RELATIONSHIP WITH THE DIRECTOR, HEAD TEACHER & TEACHING TEAM

- The Director sets clinical and educational standards for behaviour support and ILPs; the Head Teacher runs the day-to-day classroom; the Social Worker & Behavioural Specialist brings the social, emotional, communication, and behavioural expertise that connects the two.

- Classroom observations and recommendations are shared directly and practically with the Head Teacher and Assistant Teacher — in language they can put into action immediately, not in clinical report form.
- Coordinates closely with the OT and wider therapy network so that every child receives one aligned set of strategies, never conflicting guidance from different specialists.
- Any change to a child's ILP, Behaviour Support Plan, or documented goals is agreed with the Head Teacher and Director — this role recommends and implements in partnership, rather than amending plans unilaterally.

WHO WE ARE LOOKING FOR — THE PERSON BEHIND THE ROLE

This role lives entirely in relationship — with children and teens across a wide age range, with parents, with teachers, and with the wider team — and the right blend of practical skill and personal quality matters more than any single line on a CV.

- Could suit a psychologist — but only where they bring genuine, hands-on, practical counselling experience directly with children and teens, not primarily an assessment, diagnostic, or research background
- Could suit a paediatric-specialist counsellor or school social worker, with a real caseload history of translating a child's needs into working, everyday strategies
- Above all, a practitioner rather than a theorist — comes with a genuine, tested toolkit of strategies, not simply frameworks and philosophy that sound right on paper but don't translate into real, hands-on change
- Confident and skilled working across the full age range the school serves — ages 6 through 18 — with strategies genuinely adapted to a child's developmental stage, not only their age in years, and not only comfortable with teenagers
- An exceptional listener — able to sit with a parent, a teacher, and a student and hold all three perspectives at once, without over-weighting any single voice, to build one accurate, holistic understanding of what a child actually needs
- Brings continuity and consistency to everyone around the child — turning that holistic understanding into one plan that a teacher, a parent, and the child all experience the same way

- Comfortable holding responsibility for integrating goals set independently by the school and by parents into one coherent, workable plan, rather than running two separate tracks
- Genuinely comfortable with autonomy and leadership — building plans and driving change single-handedly, and being judged on measured results rather than effort or activity
- Efficient and confident using AI tools to streamline goal setting, reporting, and milestone tracking within the Winta's Place app — comfortable picking this up with guidance, without needing full training from scratch
- Precise about confidentiality — knows instinctively what can and cannot be shared with each audience: the app, teachers, parents, and the student themselves
- Calm under pressure, and meticulous and discreet with highly confidential family and clinical information

This Role Is Not a Fit For Someone Who...

- Relies mainly on theoretical frameworks or academic language that doesn't translate into concrete, everyday strategies a teacher or parent can actually use
- Is only genuinely comfortable working with one age band — for example, teens only, or young children only
- Finds it difficult to truly listen to and integrate perspectives from parents, teachers, and the child, rather than defaulting to their own professional lens
- Prefers to observe and diagnose rather than actively test, coach, and embed hands-on strategies
- Struggles to hold a school's goals and a family's goals as one integrated plan, rather than as two separate, disconnected tracks

HOW THIS DOCUMENT IS ORGANISED

This document is structured in six parts, designed to be read once in full and then returned to as a working reference:

- Part One sets out why Winta's Place exists, what this role is for, who this role reports to, and — above all — who we are looking for as a person.

- Part Two defines the core areas of responsibility that make up the role, including a detailed breakdown of the four development domains — social, emotional, communication, and behaviour — across the full 6-to-18 age range.
- Part Three sets out the Standard Operating Procedures — daily, weekly, monthly, and termly rhythms.
- Part Four sets out KPIs and performance measures.
- Part Five sets out authority, accountability, and professional standards.
- Part Six sets out compensation, hours, candidate requirements, and the application process.

Wherever this document says “the Specialist,” it refers to the Social Worker & Behavioural Specialist. Wherever it says “the Head Teacher,” it refers to the Head Teacher of the Core Education Program. Wherever it says “the Director,” it refers to the Director of Special Education & Student Development. Wherever it says “the Founder,” it refers to the Founder & Principal of Winta's Place.

THE WINTA'S PLACE WAY — TONE AND CULTURE STANDARDS

With Children & Teens

- Speak to every child and teen at their developmental and emotional level, never over their heads and never in a way that talks down to them.
- Assume competence — a child who cannot yet express an idea is not a child without the idea.
- Offer choices wherever possible, building a genuine sense of agency and control, adjusted to what independence looks like at that child's age.

With Colleagues

- Share findings and recommendations openly and collaboratively with the Head Teacher and Director — this role advises and partners, it does not direct unilaterally.
- Ask for help early; struggling in silence is treated as a system failure, not a personal one.

- Treat the OT, Head Teacher, Assistant Teacher, and every external specialist as equally valued members of one team.

With Families

- Never let a family discover something concerning about their child secondhand or by surprise — raise it directly, with care, as soon as it is understood.
- Use plain, warm, jargon-free language with parents — clinical framing is for documentation, not for the parent conversation.
- Remember that every family walking through the door has likely faced judgement elsewhere — Winta's Place is where that ends.

PART TWO — CORE AREAS OF RESPONSIBILITY & DEVELOPMENT DOMAINS

This section defines the core areas of responsibility that make up the role, followed by a detailed breakdown of the four development domains this role is built around.

1. CLASSROOM OBSERVATION & PLAN SUPPORT

- Conduct structured, scheduled observations of classes in session, watching specifically for how each child is engaging, regulating, and communicating against their existing goals.
- Translate observations into specific, written recommendations for each child's ILP and Behaviour Support Plan — in language a teacher can act on directly, not in report form.
- Provide real-time, in-the-room coaching to teachers as moments arise, demonstrating exactly what to do rather than only describing it afterwards.
- Re-observe following any change to a plan, confirming it is working in practice, and adjusting where it is not.

Standard of Success

A teacher can point to a specific, practical suggestion from an observation and say it changed how they handle a particular child's moment for the better.

2. PARENT PARTNERSHIP & GOAL INTEGRATION

- Meet with parents to genuinely listen to what they are seeing and experiencing at home, not only to report on what happens at school.
- Combine what parents share, what teachers observe, and what the child themselves communicates into one holistic understanding of that child's current needs.
- Set clear, specific social, emotional, communication, and behavioural goals with parents collaboratively, checked against what the school is independently working on, so the two form one integrated plan rather than two separate tracks.
- Track and review progress against goals on an ongoing basis with both the family and the Head Teacher, adjusting goals as the child develops.
- Coach parents in the same practical strategies being used at school, so a child experiences one consistent approach at home and in the classroom.

Standard of Success

A parent, a teacher, and the child could each separately describe the same goals, and the same strategy for reaching them.

3. AFTER-SCHOOL 1:1 STUDENT SESSIONS

- Deliver individual, after-school sessions with each child or teen, applying the specific tools and strategies most likely to work for that individual, based on direct evidence of what has worked for them before.
- Use sessions to practise and rehearse new social, emotional, communication, or behavioural skills in a low-pressure one-to-one setting, before expecting them to generalise into the classroom or at home.
- Schedule sessions flexibly around each student's own after-school availability.
- Bring session content back into the classroom and home loop — nothing learned in a private session stays only in that session.

Standard of Success

Skills built in a private session are visibly showing up in the classroom and at home within a reasonable, tracked timeframe.

4. TEACHER COACHING & TEAM COLLABORATION

- Coach and support the Head Teacher and Assistant Teacher with specific, practical behavioural and emotional-regulation strategies for individual children, demonstrated hands-on in the room.
- Coordinate closely with the OT and wider therapy network so strategies are aligned and a child never receives conflicting guidance from different specialists.
- Maintain and update a written Behaviour Support Plan and a one-page communication/behaviour profile for each child in the Winta's Place app, kept current and used by every adult working with that child.
- Escalate any safeguarding concern immediately to the Head Teacher, Director, or Founder, per the Child Safeguarding Policy.

Standard of Success

Every adult around a child — teacher, assistant, and parent — is using the same language, the same strategy, and the same response to the same behaviour.

5. THE FOUR DEVELOPMENT DOMAINS

Every observation, parent meeting, and 1:1 session is built around four connected development domains. Because Winta's Place serves children and teens from age 6 through 18, every strategy below is adapted to a child's developmental stage, not simply their age in years — the specific tool used with a six-year-old and a sixteen-year-old working on the same underlying goal will often look very different in practice.

SOCIAL DEVELOPMENT

Ages 6–11 — Typical Strategies & Tools

- Structured, adult-facilitated small-group play and turn-taking activities, used to build and rehearse specific social skills in a low-stakes setting
- Visual social scripts and comic-strip style walkthroughs, used to help a child understand a specific social moment that went wrong and plan a different response next time
- Deliberately built peer-buddy pairings and small-group friendship structures, actively monitored rather than left to chance
- Explicit, direct teaching of concrete skills — starting a conversation, joining a game, taking turns, recognising when someone wants to be left alone

Ages 12–18 — Typical Strategies & Tools

- Structured coaching on more complex peer dynamics — reading sarcasm, managing rejection or exclusion, navigating group friendships and falling-outs
- Rehearsal and role-play of specific upcoming social situations — a group project, a party invitation, a disagreement with a friend — before they happen

- Direct coaching on digital and online communication norms, alongside in-person social skills
- Building the confidence to initiate and sustain friendships independently, with deliberately reducing adult scaffolding over time

Across All Ages

- Every strategy is tried, tracked, and refined for that individual child — never applied as a generic “social skills group” curriculum regardless of fit

EMOTIONAL DEVELOPMENT

Ages 6–11 — Typical Strategies & Tools

- Simple, visual emotional check-in tools and a shared colour- or zone-based language for naming feelings and body states, used consistently by the child, their teacher, and their parents
- Hands-on practice identifying the physical sensations that go with different emotions — a racing heart, a tight chest — building the body-awareness that regulation depends on
- Individually tested calm-down strategies — not a generic list, but the two or three specific tools proven, through direct trial, to actually work for that child

Ages 12–18 — Typical Strategies & Tools

- More verbal, reflective strategies — helping a teen name and unpack what a feeling is about, not only that they are having it
- Practical, concrete tools for managing anxiety and worry — for example, breaking a looming worry into smaller steps, or building a short plan for a specific feared situation — rather than abstract discussion of anxiety
- Support recognising a teen's own early warning signs of dysregulation, and choosing their own strategy before an adult needs to step in

Across All Ages

- A written, individual regulation plan for every child, built from what has actually worked for them in practice, shared with and used by every teacher and parent around them
- Regular review of how often and how intensely a child is dysregulating, so progress is tracked with real information rather than impression

COMMUNICATION DEVELOPMENT

Ages 6–11 — Typical Strategies & Tools

- Visual supports — first-then boards, choice boards, visual schedules — used consistently to reduce anxiety and build understanding
- Simple, explicit scripts for core functional communication — asking for help, saying no, asking for a break — taught, rehearsed, and then reinforced identically by every adult around the child
- Close coordination with speech therapy, and where a child uses AAC or another alternative communication method, ensuring that method is used and honoured consistently in every setting, not only in speech sessions

Ages 12–18 — Typical Strategies & Tools

- Coaching in self-advocacy — helping a teen learn to communicate their own needs, triggers, and accommodations directly to teachers, peers, and eventually employers or tutors
- Scripting and rehearsing harder real conversations before they happen — asking a teacher for help, telling a friend something difficult, disagreeing with a parent
- Building written communication skills where relevant — helping a teen put a need or a boundary into words they can say or send themselves

Across All Ages

- A simple, living one-page communication profile for every child — what works, what to avoid, and how they prefer to communicate — used by every substitute teacher, new staff member, or visiting specialist

BEHAVIOURAL DEVELOPMENT

Ages 6–11 — Typical Strategies & Tools

- Understanding the function of a behaviour before designing a response to it — using direct observation of what happens immediately before and after a behaviour, not assumption
- Concrete, individually built Positive Behaviour Support plans, teaching a specific replacement skill for a specific behaviour — for example, teaching a child to ask for a break instead of leaving the room unannounced
- Visual, predictable behaviour supports, and a reinforcement approach built around what genuinely motivates that particular child, tested directly rather than assumed

Ages 12–18 — Typical Strategies & Tools

- Collaborative, conversation-based problem-solving with the teen themselves — working with them to understand what is genuinely hard about a specific situation and building a solution together, rather than imposing a consequence system
- Supporting greater self-management and autonomy over time, with the teen increasingly identifying their own triggers and strategies
- Calm, low-arousal de-escalation approaches for any moment that does reach crisis point — reducing demands and stimulation rather than confronting

Across All Ages

- Every behaviour strategy is genuinely tools-based — tested with that child, tracked, and adjusted — never a generic programme applied regardless of whether it demonstrably works for them
- A single, current, written Behaviour Support Plan for every child, followed identically by every teacher, assistant, and parent

Standard of Success — All Four Domains

A new substitute teacher, reading a child's one-page profile and Behaviour Support Plan alone, could support that child through a full day consistently with how their regular teacher, their parents, and the Social Worker & Behavioural Specialist already do.

PART THREE — STANDARD OPERATING PROCEDURES

These SOPs set out the daily, weekly, monthly, and termly rhythms of the Social Worker & Behavioural Specialist role, so that quality does not depend on memory.

A TYPICAL WORKING AFTERNOON

Time	Focus
On arrival	Confirm the afternoon's schedule of observations, parent meetings, or student sessions with the Head Teacher
Early-to-mid afternoon	Classroom observation or a scheduled parent meeting, as planned for that day
Mid-to-late afternoon	After-school 1:1 student sessions, scheduled around each student's availability
End of session	Same-day documentation, updates to each child's ILP/Behaviour Support Plan, and handover notes to the Head Teacher

SOP 1 — OBSERVATION & FEEDBACK RHYTHM

- Schedule classroom observations across the term so that every child is observed on a regular, planned basis, not only when a concern is raised.
- Share specific, practical feedback with the Head Teacher within the same day of an observation.
- Log formal observation notes against each child's ILP and Behaviour Support Plan.

SOP 2 — PARENT MEETING RHYTHM

- Meet with each family on a regular, planned cadence to review and refine goals, in addition to any meeting requested by a parent directly.
- Confirm goals discussed with parents against the school's own current goals for that child before finalising any update.
- Log a short summary of every parent meeting, including any change to agreed goals or strategies.

SOP 3 — SESSION PLANNING & REVIEW

- Plan each 1:1 student session against that child's current goals, not as a generic activity.
- Review the effectiveness of a strategy after a small number of sessions; discontinue or adjust anything not showing real change.
- Feed any skill practised in session back to the Head Teacher and parents so it is reinforced consistently outside the session.

SOP 4 — BEHAVIOUR SUPPORT PLAN MAINTENANCE

- Keep a single, current Behaviour Support Plan and one-page profile for every child, updated whenever a strategy changes.
- Never leave an outdated strategy live in a plan — remove or replace it as soon as something more effective is confirmed.
- Confirm with the Head Teacher that any change has been understood and is being applied consistently in the classroom.

SOP 5 — DOCUMENTATION HYGIENE

- Log session and meeting notes in detail in the Winta's Place app promptly, factually, and without speculation.

- Apply the correct visibility setting to every note: general progress notes, goals, and milestones are visible to the full team, including parents; clinically sensitive detail and certain session notes are restricted to the Director and Founder only.
- Use the app's AI-assisted tools to streamline goal setting, reporting, and milestone tracking, rather than duplicating the same information across separate documents.
- Store and handle all records in line with Winta's Place's data protection policies.

MEETING RHYTHMS

Meeting	Purpose
Handover with Head Teacher	Same-day updates on observations and sessions, next-day planning
Parent goal-setting & review meetings	Defining and tracking social, emotional, communication, and behavioural goals
Team alignment (Head Teacher, OT)	Coordinating aligned strategies across specialists
Termly Behaviour Support Plan review	Confirming every plan remains current and effective

PART FOUR — KPIS & PERFORMANCE MEASURES

The Social Worker & Behavioural Specialist's performance is assessed across four domains, reviewed with the Director each term.

DOMAIN A — PLAN INTEGRATION & CONSISTENCY

Measure	Target / Standard
School and family goals integrated into one plan	No child has two disconnected sets of goals
Strategies applied consistently across settings	Teacher, parent, and Specialist use the same language and strategy

DOMAIN B — DOCUMENTATION & COMMUNICATION

Measure	Target / Standard
Behaviour Support Plans and profiles kept current	Updated within one week of any strategy change
Parent meeting summaries logged	100%, for every meeting

DOMAIN C — SESSION & STRATEGY EFFECTIVENESS

Measure	Target / Standard
Strategies tested and shown to work for the individual child	Tracked and reviewed each term, not assumed

Skills built in 1:1 sessions generalising to classroom/home	Visible progress within a reasonable, tracked timeframe
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DOMAIN D — TEAM & FAMILY TRUST

Measure	Target / Standard
Reliability rated by Head Teacher, Director, and parents	Consistently positive feedback each term
Proactive communication of concerns	Raised promptly, rather than left unspoken

PART FIVE — AUTHORITY, ACCOUNTABILITY & PROFESSIONAL STANDARDS

DECISION-MAKING AUTHORITY

Autonomy and leadership are core to this role. The Specialist holds genuine authority to create, adapt, and implement plans and objectives directly, and to integrate change single-handedly where it is grounded in real, tracked evidence of what is working for a child — not simply to observe and recommend, but to lead the change and be accountable for the measured result.

- Designing and updating the specific strategies, goals, and objectives within an individual child's ILP and Behaviour Support Plan, based on direct evidence from observation and sessions.
- Independently introducing and testing a new strategy with a child, teacher, or parent, and tracking its measured effect before deciding whether to keep, adjust, or discontinue it.
- The structure, content, and pace of 1:1 student sessions and parent goal-setting meetings.

The following still require the Head Teacher's or Director's agreement:

- Any decision that changes a child's overall educational placement, classroom grouping, or core curriculum.
- Any matter involving safeguarding escalation, legal, or reputational risk.

In every case, results are tracked and measured in the app, and reviewed transparently with the Director each term — autonomy here is paired with accountability, not a substitute for it.

CONFIDENTIALITY

- Treat all child and family information as strictly confidential, sharing only on a need-to-know basis with staff directly supporting that child.

- Know precisely what can and cannot be shared with each audience — the app, teachers, parents, and the student themselves — and never let clinically sensitive detail travel beyond its intended audience.
- Certain session notes and clinical detail are restricted to the Director and Founder only; general progress notes, goals, and milestones are visible to the full team, including parents, as appropriate — see Part Three, SOP 5, for the specific split.
- Never discuss individual children or families outside of professional contexts.
- Maintain confidentiality obligations beyond the conclusion of employment.

SAFEGUARDING

- Complete all required safeguarding training before commencing the role and on an ongoing basis thereafter.
- Immediately report any safeguarding concern to the Head Teacher or, in their absence, directly to the Director or Founder/Principal.
- Never delay a safeguarding report pending further investigation of their own; escalate first, always.

ESCALATION MATRIX

Safety and safeguarding reporting at Winta's Place follows a strict, non-negotiable line: any concern raised by a teacher, a parent, or the Specialist about a student's safety is passed upward without delay, softening, or filtering — never handled informally or left unescalated.

Situation	Action
Routine strategy or planning question	Specialist raises directly with the Head Teacher; no formal escalation required

A teacher or parent raises a safety concern about a student	Passed immediately and in full to the Director and Founder — a hard reporting line, with no filtering at any stage
A family raises a non-safety concern directly with the Specialist	Documented and shared with the Head Teacher and Director the same day
Safeguarding concern of any kind	Immediate escalation to the Head Teacher and Director, per Child Safeguarding Policy
Risk of harm to a child, staff member, or others	Immediate escalation; safety action taken first, documentation follows

PART SIX — COMPENSATION, HOURS & CONDITIONS

HOURS

- 5 hours per afternoon, 3 afternoons a week, term time.
- Exact timing varies week to week, built around parent availability for meetings and each student's after-school availability for private sessions.
- 5 weeks off per year.

SALARY

6,000,000 IDR per month, inclusive of all payments required under Indonesian employment regulations.

CANDIDATE REQUIREMENTS

- Degree or professional qualification in social work, psychology, counselling, or a closely related field.
- Genuine, hands-on practical experience — candidates from a psychology background are welcome only where they bring direct, practical counselling experience with children and teens, not solely assessment or research experience.
- Direct experience working with neurodivergent children and teens across a genuine age range — not limited to one age band — given the school serves ages 6 through 18.
- A real, tested toolkit of practical strategies for social, emotional, communication, and behavioural development — not only theoretical or academic frameworks.
- Working knowledge of Positive Behaviour Support and neuro-affirming practice.

- Excellent, fluent English — spoken and written, as the school serves expat children and families and all communication is in English.
- Demonstrated ability to genuinely listen to and integrate the perspectives of parents, teachers, and children into one coherent plan.
- Current First Aid certification and a clear police/background check.
- Minimum two professional references.
- Based in Bali, or willing and able to relocate, with no plans to relocate elsewhere.

APPLICATION REQUIREMENTS

Candidates are asked to put forward two things alongside a standard application:

- A short cover letter describing a real example of translating a child's or teen's need into a practical strategy that measurably worked — not a description of a framework or philosophy.
- A minimum of two professional references who can speak directly to hands-on practical work with neurodivergent children and teens.

APPENDIX A — ILLUSTRATIVE WEEKLY SCHEDULE

The Specialist's exact weekly schedule varies to fit parent and student availability. The illustrative structure below shows the shape of a typical week; exact timing is agreed with the Head Teacher each term.

Afternoon	Illustrative Focus
Afternoon 1	Classroom observations across two or three classes; brief same-day feedback to Head Teacher
Afternoon 2	Parent goal-setting and review meetings, scheduled around family availability
Afternoon 3	After-school 1:1 student sessions, scheduled around student availability

Full detail on the weekly rhythm is set out in Part Three — Standard Operating Procedures.

AGREEMENT & ACKNOWLEDGEMENT

This document serves as both the position description and the operating handbook for the Social Worker & Behavioural Specialist at Winta's Place. It is intended to be a living reference — reviewed and updated as the school grows — rather than a document signed once and set aside.

By signing below, both parties acknowledge that they have read, understood, and agree to the responsibilities, standards, and expectations set out in this document, including the Employment Summary in Part One and the areas of responsibility in Part Two.

For Winta's Place:

Signature: _____

Name: [Founder Name]

Title: Founder & Principal, Winta's Place

Date: _____

For the Social Worker & Behavioural Specialist:

Signature: _____

Name: _____

Date: _____

“Where there is struggle, there is also possibility. Where there is sensitivity, there is often deep awareness. Where there is difference, there is untapped potential.”