

JOB DESCRIPTION

Agency	Department of Education			Work Unit	Student Wellbeing and Inclusion
Job Title	Senior Education Advisor – Early Childhood Intervention			Designation	Senior Teacher 2
Job Type	Full Time			Duration	Fixed to 08/01/2021
Salary	\$123,962			Location	Alice Springs, Darwin, Katherine
Position Number	28193	RTF	183932	Closing	01/04/2020
Contact	Senior Manager Inclusive Practice, Kath Midgley on 08 8944 9347 or kath.midgley@nt.gov.au				
Agency Information	www.nt.gov.au/learning				
Information for Applicants	Applications must be limited to a one-page summary sheet and an attached resume/cv. For further information for applicants and example applications: click here				
Information about Selected Applicant's Merit	If you are selected and accept this position, a detailed summary of your merit (including work history, experience, qualifications, skills, information from referees, etc.) will be provided to other applicants, to ensure transparency and better understanding of the reasons for the decision. For further information: click here				
Inclusion & Diversity	The NTPS values diversity and aims for a workforce which is representative of the community we serve. We strongly welcome and encourage people from all diversity groups to apply and strive to accommodate people with disability by making reasonable workplace adjustments when required. If you require an adjustment for the recruitment process or job, please discuss this with the contact officer.				
Special Measures	Under an approved Special Measures recruitment plan, Aboriginal and Torres Strait Islander applicants will be given priority consideration and preference in selection for this vacancy if they meet all essential selection criteria and are suitable at the position level.				
Apply Online Link	https://jobs.nt.gov.au/Home/JobDetails?rtfld=183932				

Primary Objective: Provide early intervention support and assistance to families and school communities with a principal focus on children/students with disabilities and/or developmental delay, but also including support for students with behavioural, social and emotional learning needs, to enable their participation in appropriate educational programs in a range of school and community settings.

Context Statement: Student Wellbeing and Inclusion works collaboratively with schools, students and their families to strengthen a whole of system approach to assist students to develop into healthy, resilient young people who can maximise their learning opportunities and wellbeing. Student Wellbeing and Inclusion is part of Early Years and Education Services, which is focused on quality teaching and ensuring all children and students (from birth to Year 12) can learn to their potential. The Senior Education Advisor – Early Childhood Intervention (ECI) is part of a multi-disciplinary team of specialist advisory teachers and allied health professionals who work with other service providers from government and non-government agencies.

Key Duties and Responsibilities:

1. Provide effective leadership and professional supervision for ECI advisory staff in the development, management, and monitoring of appropriate programs for clients, ensuring adequate records are maintained and Student Wellbeing and Inclusion protocols and processes are implemented.
2. Provide advice on the allocation of caseloads across education advisors based in regions. Provide expert advice at all levels of the Northern Territory education sector in relation to the needs of young children with disabilities in attaining educational outcomes and manage a caseload on a needs basis.
3. Support compliance with National and Territory policies, standards and legislation in relation to children with early childhood intervention needs e.g. Disability Discrimination Act, NT Anti-Discrimination Act, Disability Standards in Education, DoE Students with Disabilities Policy.
4. Design, organise and evaluate specialist professional development programs for early childhood staff, individuals, groups, families, school communities and other agencies in cross-cultural and multilingual contexts ensuring cost effectiveness and alignment with the wider educational agenda.
5. Develop and implement frameworks, protocols and procedures for early childhood intervention advisory support services, participating in the development and implementation of wider agency policies, that support service to schools in relation to early childhood intervention practice, consultancy and professional advice in accordance with Northern Territory and National Policy and Legislation and the National Guidelines for Best Practice in Early Childhood Intervention.

Selection Criteria
Essential:

1. Registered, or ability to register, with the Teacher Registration Board of the Northern Territory, with a recognised qualification relevant to early childhood intervention and/or extensive knowledge of current Early Childhood Intervention research, legislation, policy and practices. Possess a current Working with Children Clearance Notice (Ochre Card) and a current Open driver's licence.
2. Recent school or educational experience relevant to this position, with demonstrated knowledge, experience, skills and potential to provide a support service for young children; incorporating planning, teaching and evaluating educational programs and resources for children/students with a disability and/or developmental delay and provide professional learning opportunities for schools including Online Training.
3. Proven ability to provide team leadership, build capacity of specialist ECI advisory staff and work collaboratively with multi-disciplinary teams to establish and implement timely and innovative initiatives, establish positive working relations in a regional structure.
4. Proven ability to develop and manage projects and policy writing, including research, budget formation, collaborative development and implementation, data collection, monitoring and reporting, with effective use of information technology.
5. An ability to interact effectively with people from diverse cultures and high-level negotiation and conflict resolution skills applicable to sensitive issues specific to the educational context of the Northern Territory.

Desirable:

1. Post Graduate qualification in Inclusive Practices or Special Education.

Further Information:

1. Office-based conditions apply to this position. Visits to schools may necessitate travel by 4x4 vehicle or light aircraft, including overnight stays of up to four days.